CHAPTER VIII
SUMMARY AND CONCLUSION

This chapter is divided into two sections. Section I summarises the findings emerging from the study. Section II presents an ideal ‘model for reintegration’ for juveniles in conflict with law that is further divided into two parts. Part A discusses the factors influencing reintegration and Part B specifying the structure of an ideal reintegration model. This is a contribution in the sector as a result of the study. The Chapter ends with the limitations of the present study.

The study was aimed at understanding ‘reintegration’ of juveniles in conflict with law as practiced in the Indian context. This led to analyzing practices of reintegration in various parts of the country. It must be noted here that while a number of practices have been studied, only a few have been discussed for purpose of the thesis. The ones discussed in the study were selected on the basis of components highlighted in the Research Methodology Chapter.

The study highlights a plethora of models and practices in countries around the world in the Literature Review Chapter. These are decades-old practices with proven results, as highlighted in the chapter on ‘Models’, were preceded by baseline surveys and clearly laid out methodological approaches towards their implementation. They also included impact-analysis following the period of implementation/experimentation and hence have been established as ‘models’. These models have been documented through a process documentation approach and therefore lend themselves to replicability. Practices studied in the Indian context, although based on similar principles and intended with logical outcomes, emerged over time as part of programme development processes by the organisations which have implemented these models. Despite this, the impact of these models has been significant, most of them trapped in the institutional memory of the implementers. The study has shown that these models are replicable and hence need to be documented and analysed. The outcomes from study of the practices in the Indian context have been highlighted in this chapter. Further, towards the end of this chapter, an ideal ‘reintegration model’
has been presented which highlights the necessary processes involved to achieve the ‘ideal’ state.

SECTION I: SUMMARY OF FINDINGS

The present study has used a qualitative approach majorly using methods and tools of qualitative research. It is exploratory in nature, using the case study design with an inductive approach. The cases highlighted here are the practices of reintegration that are identified through data collection from various sources. The sources tapped for the purpose include primary and secondary sources.

The data sources are highlighted as below:

Primary Sources

Primary sources of data include in-depth interviews with persons who were directly involved in designing and implementing the reintegration models, as well as children who were the intended beneficiaries, wherever possible. Apart from these interviews, interviews with key informants were conducted to enrich and triangulate the data. Key informants included one judicial magistrate, two social workers, one advocate, and one police official in each of the cases.

Secondary Sources

Reports of organisations that were made available, any data regarding children if available, legal documents specific to ‘reintegration of JCL’ and material made available through review of literature.

The design responds to the central problem of the current research as mentioned below:

What are the various practices followed that aid in the reintegration process of JCL? Do they in some way fit with the established models of reintegration that have
emerged through a review of literature on integration models practiced in other countries?

The objectives of the study were:

- To understand the processes of reintegration of JCL and identify the gaps in implementation of laws and policies with regard to JCL.
- To understand the perceptions of reintegration among juvenile justice officials, NGOs, and experts in relation to JCL.
- To identify reintegration models/practices for JCLs in the Indian context and arrive at necessary and desirable factors for good practices in reintegration.
- To identify factors responsible for influencing a successful reintegration process.

The models/practices/interviewees were identified through formal and informal meetings, by attending workshops related to the topic and snowballing methods.

Interview guides were prepared for interviewing judicial magistrates, JJB members, social workers, police personnel, probation officers, NGO workers, officials of fit institutions and reintegrated children. Data was also collected through observations emerging from attending JJB proceedings and discussions on specific cases with legal experts and judicial magistrates. The framework used in the study has been laid down while describing models of reintegration from the review of literature. The similarities in the framework helped in comparing practices of reintegration identified in the Indian context with those that were identified through the review of literature. The practices of reintegration, or ‘models’ as they are alternatively used studied in the Indian context are described as follows:

Practices of Reintegration studied in the Indian context:

- NGO Placement model vis-à-vis Prison Fellowship Model, New Zealand (aftercare, mentoring & financial back up)
- Community-skills Development model vis-à-vis Strengths-based model (art used as a strength)
- System-based Practices vis-à-vis Intervention-based Approaches (strengthening system through interventions)
- Integrated Aftercare Programming model vis-à-vis the IAP model of the OJJDP, USA (continuous case management)
- Connecting, Coping, Caring (Caregivers’ TOT -unique staff centric-based on restorative parenting practices)

**A Brief Overview**

**Model 1**

The organization has been practicing the NGO Placement model for boys in the 15-18 category of JCL since the year 2010. It was initiated as a field action project of an academic institution that provides social work education. The organisation allowed interviews with their clients adding a rich dimension and perspective to the model, from the lens of children themselves. This model can be compared with the Prison Fellowship programme practiced in New Zealand. The programme follows a community-based mentoring strategy that lays emphasis on guiding the individual towards becoming a self-reliant, confident individual. The programme recognizes the financial needs of an individual re-entering society and therefore has a fellowship (stipendary) programme so as to help him get established into the community. It believes in re-establishment of the identity of an individual so as to help him/her develop into a full-grown individual with a positive understanding of life in a manner that his/her own life becomes exemplary to the lives of other children who land themselves up into the world of juvenile justice. The model's strategy is based on placement of its clients for periods ranging from six months to three years (with a monthly stipend to take care of subsistence needs) in voluntary organisations (NGOs) for livelihood re-training and re-socialisation helpful to social re-entry.

**Model 2**

This model focuses on the skills and strengths of individuals who are in observation homes. Children coming to the observation home are provided opportunities to learn various creative art and craft skills. They spend their time productively and neutralize their negativities within themselves that may have pushed them into the juvenile
justice system. Funded by UNICEF, the programme which was initiated in the 2009, continued for three years hence and has closed down after 2012, on account of lack of funding. However, children undergoing the programme showed significant change in themselves even while they spent their time in the observation home.

**Model 3**

Model 3 works with the systems approach and operates within the Juvenile Justice system. This model is based on a strategy of supporting the system and works on the reintegration of JCL law through an integrated approach. It was initiated through a field action project in the year 2005 by the same academic institution as Model 1. It has developed a network of services in the state. The inherent belief behind the strategies adopted in the model is to develop a sustainable approach to the issue of reintegration through handholding the system and aimed at long-term results. The model is in practice in the rural as well as urban parts of the state and has shown significant outcomes in both settings.

**Model 4**

The Child Guidance Clinic was established in the year 1952, long before the Juvenile Justice Act came into force. The State Probation and Aftercare Association established the District Probation and Aftercare Associations at the district level in the year… to look into cases of children under difficult circumstances and vulnerable children, thus covering juveniles in conflict with law, then known as juvenile delinquents. The District Probation and Aftercare Association in one of the districts runs three observation/children’s home. The Child Guidance Clinic was started by the Association in the premises of one of the observation homes, with an objective of follow up of cases that come to the observation homes and to give them psycho-social inputs in rebuilding their personality.

**Model 5**

This model was initiated while working with vulnerable children in institutions in early 2000. It had been experienced that smooth transition of vulnerable children into
the community depends to a great extent on treatment meted to them by their caregivers in the institutions. A study was conducted to explore the skills required by a caregiver within the institutional setting towards better reintegration of the children. It was learnt that besides the variety and relevance of services offered by these mid-level institutions, it was very important that the quality of services/interpersonal relationships of the caregivers with the children are professional and aimed at helping them put back their lives on the right track. Therefore, the need of professional trainings of these caregivers was felt.

The training had to be ongoing and hence the need for in-house trainers was felt. This implied the development of a panel of trainers who would in turn be involved in the ongoing training of groups of caregivers at different points of time. Thus Training of Trainers (TOT) approach was adopted as a component of the training module. The training was conducted in three phases with varying levels of objectives and continued for three years. It was later evaluated using participatory tools with a qualitative approach and yielded desired results to a high level.

**Gaps Identified in the Models/Practices**

- Most of the models/practices lacked baseline surveys to identify the prevalence of juvenile crimes in the community they intended to work.
- The models do not have care plans of individuals in place, leading to gaps in aftercare plans – one reason being insufficient staff.
- The models/practices lack proper documentation and therefore can hinder the replication process.

**Discussion on the Models**

The models on reintegration studied have brought forth a common trend among practitioners on work related to ‘reintegration’ in the Indian context. The trends have been categorized under a few heads below and have been termed as non-negotiable or desirable components for a reintegration model in the Indian context. Some of the
models fall in line with the ones studied in the West while others have their own uniqueness. Thus the desirable and non-negotiable components are tabulated below:

Desirable and Non-negotiable Components of an Ideal Reintegration Model

<table>
<thead>
<tr>
<th>Desirable</th>
<th>Non-negotiable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention-based foundation</td>
<td>Individual Case Management</td>
</tr>
<tr>
<td>Goal intended – reduce recidivism, healthy personality restoration of the juvenile</td>
<td>Effective Aftercare component</td>
</tr>
<tr>
<td>Location of the programs – inside observation home campus</td>
<td>Networking of services</td>
</tr>
<tr>
<td>Replicability</td>
<td>Sustainability</td>
</tr>
</tbody>
</table>

Basic Foundation

All the models have an approach that is ‘intervention based’. By ‘intervention’ is indicated the immediate response to the needs of a child in observation home either to improve the condition of his/her stay at the observation home or help him/her in the process of exit. Thus any effort with the aim of immediate response to the child’s needs is coined as an ‘intervention-based’ approach. In this context, intervention in life of the child has not been overlooked by any of the models and has been integrated into the strategies adopted. For example, the NGO Placement model compares well with the IAP model of the US and the Prison Fellowship model practiced in New Zealand; the Systems-based model (highlighted as Model 3) responds to situation specific needs of children and their parents. The Child Guidance Clinic model linked children with services in their network according to the emerging needs of children. The CSD workshops model did not follow the basis of intervention as the basic foundation of their programme. Further Model 5 which worked on the strategy of skill building among caregivers had limited reach to directly respond to needs of children. It has been learnt that intervention being the basic foundation of a model is a desirable component of a reintegration model.
Goal intended

The overall aim of the models of reintegration is to reduce ‘recidivism’ among juveniles in conflict with law. The NGO Placement model follows ‘continuous case management’ in its approach with cases being followed up for periods ranging from six months to three years; this has proved as the pre-requisite for arresting/reducing recidivism as the models in developed countries. In the systems-based approach, while the child is handled with an individualized approach, gaps in the system is addressed and functionaries from the juvenile justice system are trained including police officers, special juvenile police unit, judicial magistrates and other JJB members. This creates a tight tracking system for tracing a child even after he/she exits the juvenile justice system. Since all stakeholders are sensitized, repeat offences (if any) by the same child is easier to trace and hence helps in reducing recidivism. The Child Guidance Clinic approach aims at reducing recidivism among JCL and is also aimed at children in need of care and protection. The TOT model “Coping, Connecting, Caring” aims directly at reducing recidivism. Hence, prevention of recidivism has emerged as a non-negotiable element of any programme designed towards reintegration.

Location

The location of a programme on reintegration inside the observation home campus has been identified as a common element in the models studied in the Indian context. It was shared by all respondents that being in observation homes is an advantage since contact with the children is established from the moment they enter the JJ system.

Individual case management

The study, through its review of literature as well as data from the Indian context, has highlighted that ‘effective case management’ is a desirable component of reintegration. Each child is special and thus individual attention becomes important in the upbringing of a child. The NGO Placement model follows individual cases through a continuous case management approach as highlighted above; thus each case is followed individually for a fairly long period of time to ensure reintegration. The
Caregivers Training model follows an individual case management approach. However, the number of cases handled by a house mother is too large in number to be followed closely by a single house-mother. The Child Guidance Clinic model has an individual case management approach and every case is followed up till the point they leave the observation home. The Systems-based model is based on an approach that caters towards better functioning of the juvenile justice system. Thus, individual case management is not a necessary component of this model but is often used as a practice. The Creative Skills Development model partially has an individual case management approach. The word ‘partial’ is used in this case since the programme does not have an aftercare component.

**Effective aftercare**

Effective aftercare emerged as a non-negotiable factor for an ideal reintegration model. On exit from observation homes or other shelter homes, children are in a vulnerable state. This is the time when they need optimum care and protection. In the NGO Placement model, effective aftercare programming necessarily comprises of a two-way approach wherein a mentor is assigned in the NGO where the child is placed for close supervision and a point-person in the host organization that places the child. The Caregivers TOT programme too has the component of effective aftercare programming. The other three models, the Creative Skills Development model, the Child Guidance Clinic model and the Systems-based model do not have a component of ‘aftercare’ in their model.

**Networking**

Networking is a desirable component of a reintegration model, as has emerged from the study. The NGO Placement model believes in effective networking with services and opportunities and therefore works in association with various agencies. The Child Guidance Clinic model and the Systems-based model also work through an effective network of services. Both programmes have network with mental health clinics, counseling centres, therapy centres, industrial training units, mobile libraries and other agencies as required in cases. The Caregivers Training model works partially through a network of services. There is a pool of professionals who are experts in
their own field and they are contacted for training the caregivers in various phases. The Creative Skills Development model does not work through a network of services. Instead, experts from various arts are invited to the observation homes, to train the children. This has resulted in discontinuation of the programme after the discontinuity of funds from the host organization.

**Sustainability and replicability**

The models studied have brought to light the fact that they are mostly sustainable in their approach and replicable in their nature. The NGO Placement model that was started from one city has been replicated in two cities. Understaffing does hamper effectiveness of the model and may make it unsustainable. The Systems-based model has been replicated in parts of another state. The TOT model has been adopted in parts of a neighbouring country. The CSD model was started off in three observation homes of the state and later replicated in the remaining seven observation homes. The CGC model has been visited and studied by other observation homes and is likely to be started by the same association in other districts. All the models studied emerged as replicable in the Indian contexts for catering to juveniles in conflict with law. Further, with added efforts especially towards overcoming under-staffing and a more professional approach, the models can become more sustainable. The prerequisites and necessary processes for an ideal reintegration practice in the Indian context have been highlighted at a later part of the report as a contribution to the study.

**Key Findings**

**‘Reintegration’ as specified in various legal documents**

The Juvenile Justice Act, 1986 was replaced by a more detailed and specific law addressing issues of juveniles in conflict with law as a separate issue in the year 2000 and renamed as the Juvenile Justice (Care and Protection of Children) Act, 2000 and later amended in 2006. This Act has incorporated provisions of the international instruments which India has ratified like the Beijing Rules and the Riyadh Guidelines. The provisions discussed here are those that conform to juveniles in conflict with law
specifically highlighting their ‘reintegration’. Data emerging from the interviews and observations have substantiated instances of positive and negative implementation of the Act in the context of reintegration.

**Perception of ‘reintegration’**

It emerged that ‘reintegration’ is understood in several different ways by stakeholders practicing the idea. The understandings varied from ‘repatriation’ in cross-border trafficking to ‘reunion’ with families while sending back children to their communities.

It also emerged that ‘rehabilitation’ is inter-changeably used with the term ‘reintegration’. ‘Rehabilitation’ is the term used in the Juvenile Justice Act, 1986 when skill building of juveniles in institutions was considered as a pathway towards making children productive when they come out of the institution. Thus providing vocational training to JCLs is understood as ‘reintegration’ by many respondents.

Further, some respondents felt that ‘reintegration’ went beyond the concepts of ‘reunion’ or ‘rehabilitation’. These were mostly academicians and a few were practitioners working in the field of reintegration. They believed that ‘reintegration’ was more than just working with the individual in question; it has to do with re-entry into the community. An ideal intervention on reintegration should therefore work with a more holistic approach, thus breaking the taboos of ‘labeling’ and trying to find a place for the individual in the community. This work therefore involves an integrated approach with a network of services being offered and made accessible to individual juveniles in conflict with law.

The understanding thus differed from respondent to respondent and this led to another dimension of the study. A range of factors influencing the process of reintegration was therefore identified and explored as part of the study. The influencing factors have been classified under some categories that dominated the discussion that followed thereafter.
SECTION II: COMPONENTS OF AN IDEAL REINTEGRATION MODEL

Part A: Factors Influencing Reintegration

Child-centric

It has emerged that it is easier to reintegrate a child with family support. This is in line with Hirshi’s (1969) social bond theory. Hirshi proposed four elements of the bond: attachment, commitment, involvement and belief which when taken together creates a strong bond (that makes delinquency a less likely proposition). These elements become stronger parent/guardian/family is there, thus making it easier for the child to return to the community. The same is true for children under professional supervision, even with lack of family support.

Further, children who do not have a productive engagement in the community may be easily drawn into negative influences and peer groups. Hence, for a successful reintegration plan, it is very important that children are enrolled back into school (if they are in school-age) or in some vocational training course (suiting their skill, interest and capacity).

Protective shelter has emerged as a prerequisite for the proper reintegration of a child who has come into conflict with law. Thus, children without a home are admitted into an institution where it is ensured that he/she is under supervision and also have a routine life so as to keep him/her mentally and physically fit to participate the reintegration programme.

Institution-centric

The nature of staff in an organization has a great influence on the reintegration process, more so for staff in direct contact with children, that is, the caregivers.
Children feel comfortable with staff that are professionally trained or sensitive in nature and may confide in them, thus allowing them to move ahead in life. Also, adequate number of staff, each allocated for a specific activity, helps in keeping close follow-up with cases that enter the juvenile justice system. Close follow-up and continuous case management has emerged as important factors in influencing the reintegration process.

Further to the staffing pattern, the continuity of financial backup has been found to be yet another factor that influences reintegration. ‘Reintegration’ involves interventions at several places and working with a large network of services and human beings. Intermittent funding hampers the process of intervention. Therefore, a successful reintegration system necessitates continuous financial backup for the programme.

Networking with a wide array of services and stakeholders has emerged as necessary to complete the ‘reintegration’ process. Thus the NGO Placement model, the Systems-based model and the Child Guidance Clinic model have established that their success is dependent on the availability of network of organizations where children are placed and a mentor identified in each organization to supervise the child.

The support of a programme by the government ensures spreading of the programme to multiple spaces as well as ensures financial backup. The review of literature on juvenile justice work has shown that the OJJDP (Office of the Juvenile Justice and Delinquency Prevention), United States of America has adopted the Intensive Aftercare programme (IAP) model of reintegration. OJJDP sponsors a broad array of research, programs, and training initiatives to improve the juvenile justice system as a whole, as well as to benefit individual youth-serving agencies. OJJDP provides leadership, direction, and resources to the juvenile justice community to help prevent and control delinquency throughout the country (US Department of Justice, 1994). None of the reintegration practices in India have been adopted on such a large scale by the government and are therefore yet to be established as successful models. However, it has emerged that practices that have emanated from academic institutions have been more successful to continue their services over a continued period of time. The institution provides them the necessary recognition and financial back up.
Situation-centric

Many organizations and stakeholders working around a theme create a critical mass that helps the cause. There may not be many factors responsible for the smooth reintegration of a child but the joint efforts of stakeholders working in various capacities help in easier reintegration of the child.

In some cases of juvenile delinquency, a child commits a delinquent act out of curiosity. According to Sigmund Freud’s theory of personality (1896), such curiosity arises from a sudden malfunctioning between the id, ego and superego. This may happen in case of adolescent children, as curiosity is at its peak during this age.

Both childhood and adolescence are ages full of curiosity, but where the child tends to be focused on investigating and exploring the world, the adolescent tends to be eager to experiment with and experience the worldly.

(Pickhardt 2013)

Probing into such cases, it was found that these children are from sound family background and may otherwise not commit such acts. These children feel a sense of guilt after the commission of the act. Added to their feelings of guilt and shame, they are supported by their family to return to the community. This inner strength in children helps them in their reintegration process.

John Braithwaite (2001) in his reintegrative shaming theory stated that the definition of an ‘act’ as criminal and the degree of deviance sanctioned by a society/community gives birth to the development of shame in an individual committing the deviant act. Reintegration mechanisms in such cases crop from Kendra Cherry’s (2006) explanation of Freudian theory of personality that aims at a smooth interplay between all the three components of personality id, ego and superego.

Some cases of juveniles land up in the justice system as a result of the interpretation of the law. Not intending to committing / unknowingly falling into a criminal act, such children find it difficult to cope with the sudden change in their life situations. These children provide complete cooperation to any effort for reintegration of the
child. This fact also has been proved by examples from the practices studied in this research.

**Part B: Structure of the Model**

The following section outlines the prerequisites and processes involved in setting up an ‘ideal reintegration model’ for juveniles in conflict with law. It also describes components that the model should include and how to make such a model sustainable so as to reduce recidivism as also to reintegrate those who has entered the juvenile justice system.

A reintegration model can be established either by a government or a non-government organisation. However, before establishing the model, there should be a scientific approach to its establishment and defined goals for the initiative. The location of the initiative should be well planned. It has emerged that models located within the premises of observation homes are more successful. The initiative can also be located outside the observation home premises, but in close proximity.

**Components.**

**i. Research - A scientific approach**

Most of the models studied in the Indian context have emerged in response to field realities; hence there are gaps in their design and scope for improvement. An ideal model of reintegration should be preceded by a study of the location that is selected for the model. It is important to understand the issues in relation to juveniles in conflict with law for a period of time, may be last five years or may be since 2006 (the year of the amended Juvenile Justice (care and protection of children) Act.

**ii. Baseline study**

A comparative study should be undertaken with the model rules set forth in 2007, the state rules adopted thereafter and the work done in the state on similar lines. This can form the baseline study of the intended project. At the end of the study a clear goal for the project should be outlined with short-term time-based objectives aiming at the overall goal for the project.
iii. Referendum

Based on the baseline study, a referendum should be made outlining the TOR (terms of reference) for the project. It should also clearly mention the monitoring indicators and the frequency of evaluation to be done during the project period. Monitoring tools should be developed in the beginning and it should involve the stakeholders involved in making difference in the life of a child. Monitoring should be done by researchers appointed in the beginning of the project and should be a collective process aimed at close follow-up of cases so as to reach the goal.

iv. Mapping

One of the main components of the study can comprise of mapping of social issues and services available thereby in the state or the district intended for the purpose of the model. This can be done by the survey method or by snowball method of data collection. It can further be tightened / triangulated by qualitative research methods. Such mapping of available services will help in developing necessary networks to achieve the project goal.

Having adopted the research strategies mentioned above and satisfactorily completing them, a concrete basis for the actual work can be achieved. It should be noted here that the methodology adopted and the results obtained should be documented for the purpose of further work.

The project

i. Location of the project

The geographical area intended for intervention is assumed to have been decided as defined by the baseline study. The location of the project needs to be mentioned. It should be kept in mind that the project should be located in close proximity to the observation home so as to ensure earliest intervention the moment a child enters the juvenile justice system. The most desired location would be inside the home. This requires negotiation with the government. Development of a gradual partnership with the government can result in establishment of a help-desk inside the observation home campus. Having a helpdesk near/inside the police station also would serve the purpose of the project to begin with.
ii. Personalized Case management

<table>
<thead>
<tr>
<th>Case No.</th>
<th>Name.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age/sex.</td>
<td>Education</td>
</tr>
<tr>
<td>Date of entry.</td>
<td>Point of entry.</td>
</tr>
<tr>
<td>Act of delinquency committed.</td>
<td>Frequency of offence.</td>
</tr>
<tr>
<td>Family background.</td>
<td>Skills/interest area.</td>
</tr>
</tbody>
</table>

Date | Action taken | Progress made (if any) |
-----|--------------|------------------------|

Figure 8.1 Sample Case Management Form

It is important to register a case the moment it enters the juvenile justice system. In fact, all cases that come to the police station must be registered by the project officials, even if they are sent to jail. This is because many a times, cases without any age proof at the time of entry are sent to jail merely on face value of the person in question. It is the responsibility of this project to help such children get necessary assistance in proving their age and getting their case transferred to the juvenile justice system.

Each case entering the juvenile justice system needs to have a case management file maintained in his/her name. There needs to be separate staff allocated only for the purpose of updating the file regularly with daily inputs, failing which the purpose gets marred and the project adds a point in its failure right from the beginning. A format made in the beginning for the purpose of the case management can look like this:

iii. Ongoing supervision – entry, middle and exit

Supervision or monitoring should be intertwined throughout the period of the project and monitoring tools should be so developed as to involve continuous monitoring. Informal tools of monitoring like regular team meetings will not only help in releasing of internal stress but also will keep all team members involved in the improvement of the quality of life of a child to be reintegrated. This will also help in enriching relationships within the whole team that is otherwise missing in existing models studied in the Indian context. Above all, ongoing supervision will help in developing day-to-day strategies if need be.
iv. **In-house skills/personality development/interest grooming workshops**

The Community Skills Development model has brought to light that professional skills/interest-driven workshops need to be held inside the observation home campus for a healthy personality development of the kids while in an out-of-home placement. It is believed that children in observation homes undergo a traumatic situation alleged to have committed an offence. Hence it is absolutely important for them to have some kind of productive engagement to help them overcome their trauma and also get effectively reintegrated into the community once they are out of observation homes. Hence such workshops would provide relief to such children from the impending trauma as well as help them open up mentally for a positive futuristic outlook.

v. **Network of services**

In a multi-stakeholder project, it is important to have an active network of stakeholders and services that will help in making collective efforts to reintegrate a child back into the community. Mapping of services as component of the research will help in developing the network mentioned under the present category. Networking will also help in raising awareness around the issue and thus help in making a bigger and more sustainable change in the community per se.

The children to be reintegrated may have a wide range of interest areas and skills. Identifying services available around would also help in getting more experts roped in the life of a child. Getting the services inside the institution is a challenge. Integrating with available services through networking ensures an integrated approach that is scientifically more sustainable.

vi. **Aftercare services**

In most models of reintegration studied in the Indian context, ‘aftercare services’ are missing and hence people concerned in the projects mostly do not know about the whereabouts and why the children have left the centers. It is in coincidental and occasional cases where the child himself/herself has kept in touch with individuals in the organisation that there is contact with cases. Aftercare service is the most important component in any reintegration model owing to the vulnerability factor that associates any individual leaving the reintegration
center. Although every effort is made to revert the child’s life towards normalcy, there is a possibility that the child may slip back into delinquency or crime if he/she has crossed the accepted age of ‘childhood’. This is because the individual is to be left to himself/herself and is more likely to be in previous relationships and community. It is therefore that aftercare services are important to keep the individual child back on track so as to ensure complete recidivism. It is not necessary to ‘police’ but controlled ‘supervision’ and hand-holding of the child will help in smooth transition towards social re-entry.

vii. Mentoring
This has emerged as a significant component of one of the models researched under the study. It also appeared as an important component of the Prison Fellowship Model in New Zealand. On discussing this component of a reintegration practice with key stakeholders in the field, there was broad agreement and recognition of the need to incorporate it as an important component.

Thus setting up a mentor for an individual child during the case management process is recognized as an utmost important component of an ideal reintegration practice. The mentor not only helps in hand-holding of the child in the institution, but also helps him/her all along, even after his/her exit from the institution. This hand-holding is of utmost importance while reintegrating a child back into his/her normal life before entry into the juvenile justice system.

viii. Start-up-kit
This is yet another feature that is highlighted in one of the reintegrative practices in the Indian context. The study has shown that in most cases, by the time a child is out from the juvenile justice system, he/she seeks to be independent or in some cases crosses the eighteen years benchmark of childhood and hence is expected to be financially independent. A start-up kit is helpful in reintegrating the child. The start-up kit comprises of a fellowship/honorarium to fulfill his/her daily expenses of food, travel, medicine and also a shelter in case the child has to stay away from his home.
This forms an undeniable component of an ideal reintegrative model. However there should a certain period fixed for such a kit based on a well laid-out plan and not be continued lengthier than the period specified for.

ix. Staff

Staffing pattern and their profile of activities is another very important factor in carving out an ideal model of reintegration. It has been learnt in models studied in the Indian context that many of the projects have not been successful owing to the dearth of staff and lack of professional staff. In many of the projects, posts are vacant or there are not enough funds to appoint more staff. The existing staff is left unaware of contemporary developments and required interventions thereof. There is hardly any ongoing training for existing staff and this is another factor for undesired result in existing projects.

Proper staffing is a very important component for setting up a reintegration model. The number of staff would depend on the scale of the project and the number of children being catered to. However the profile of staff is being mentioned below:

- Project head/leader: planning for the project and assigning roles to team members.

- Project coordinator: working in the office and more involved in the day to day development of a child. Assigning each child their plan and thus directing them to centers or referring them to experts as required. He/she also acts as counselor for each child to understand their character. However he/she is not a professional counselor who aims for making a psychological intervention in the child’s life. However, this post should be preferred for psychologists adept in child/human behavior.

- Researcher(s): Involved in research work related to the project, as detailed above. This team is also responsible for maintaining up-to-date information and records of each child, in complete coordination with the field staff and the project coordinator

- Field worker(s): These are the people who would be making community and home visits and also accompanying the children to centers where each child is referred to and overlooking their growth in those institutions, meeting with mentors at those external centers.
Counsellors/psychologists/therapists: This may be outsourced or in-house depending on the size of the institute that houses the reintegration model being discussed here.

The number of staff is not being specified since this will depend on the number of children the institution caters to. However, it should be noted here that the staff:children ratio should be apt to enable staff to give individual attention to each child and keep all data related to each child up-to-date.

x. *Ongoing Psycho-social training for staff*

The study has highlighted an important component of reintegrative practice - taking care of caregivers themselves. It has been recognised that caregivers in an institution and especially in an institution where JCL are housed, get completely drained of their energies while providing one-to-one counseling services to children. This is because the children pass through a traumatic phase themselves during the whole process of their entry into the Juvenile Justice system. It becomes the whole sole responsibility of the caregiver to help the child overcome such trauma and open their minds towards a positive outlook. This process is one-sided and there is no scope of release of tensions of caregivers except for team meetings that end up more as spaces for case sharing. Thus, in order to give continued positive support to children, it is important that caregivers are also given ongoing psychosocial support in the form of planned phase-wise training. This true to caregivers at all levels in an institution – managers to direct caregivers.

xi. *Funding:*

Funding needs to be ensured since the beginning of the project and therefore proposals written by professionals and with detailed project planning and monitoring strategies should be made, enough to sail through all hard and unforeseen times and circumstances. Some funders need a research report before they start with the project funding, and this should be ensured depending on the nature of funding being sought.
xii. System-centric approach:

Last but not the least, while incorporating the above components, it is important that a parallel system is not fostered. It has been learnt that a system that works within the set juvenile justice framework and makes efforts in implementing the law while contributing towards improving functioning of the system is sustainable in nature. Such an approach helps in catering towards a larger client-base and hence works on the larger community.

Limitations of the Study

Limitations of the study include theoretical and methodological shortcomings. The issue of getting the requisite permissions from various departments of the judicial system and departments of women and child welfare of the four states was a phenomenal task and took more than a year. This was also because even after receiving necessary permissions and meeting several stakeholders involved in the process, it was learnt that the cases chosen for collecting data was not enough and that there has been little work done on reintegration. Hence, it was realised that a different approach had to be taken to understand processes of reintegration of the target population. Hence, some of the interviews had to be dropped and could not form part of the study, after one full year of challenging work. This, therefore lead to delay in the data collection.

The reworked process involved developing a rapport with the respondents and connecting with individuals who have been reintegrated and have been ‘long-forgotten cases’, so to say. The respondents then identified were the caregivers who had been trained for dealing with children in institutions, including juveniles in conflict with law. This was difficult in the beginning, given the fact that this was different from the models of reintegration identified and reviewed from other countries. The approach had to be slow and patient with the continuous intervention of the head of the institutions. Such children who have turned adults at present and been part of the mainstream for quite some time now, in many cases were not ready to open up their distressful situation and therefore unwilling to cooperate with the researcher. Further, the process of tracing individuals after their release was very difficult, especially in the case of those who do not live with their families and have
left no contact details with the institutions/people they were previously associated with.

Theoretically, several limitations have been identified. There has been no grounded research or literature available in and around the subject area of the present research in the Indian context. This led to the enormous task of talking to every possible stakeholder involved and then trying to evolve a model and link the structure with existing models in the Western world. However, the linkages could have been better addressed had there been some previous work done in the Indian context.

Based on the detailed study of models of reintegration in other countries and practices of reintegration in various parts of India, the gaps for a successful reintegration process have been identified. These gaps and the overall experience of almost three years of data collection and several levels of interaction with various stakeholders involved in the process of reintegration have inspired in designing an ideal model of reintegration in the Indian context.